DOCUMENT RESUME

ED 301 216 IR 052 561

AUTHOR Ingle, Henry T.
TITLE Hispanics and the New Information Technology. Proceedings of a Tomas Rivera Center Policy Issues Seminar (Washington, D.C., March 28, 1988).
INSTITUTION Tomas Rivera Center, Claremont, CA.
SPONS AGENCY Benton Foundation, Washington, DC.; Northwestern Univ., Evanston, Ill.
PUB DATE 28 Mar 88
NOTE 24p.
AVAILABLE FROM The Tomas Rivera Center, Claremont Graduate School, 710 N. College Avenue, Claremont, CA 91711-3921 ($5.00).
PUB TYPE Collected Works - Conference Proceedings (021) -- Viewpoints (120)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Access to Information; Change Strategies; *Communications; Demography; Futures (of Society); Government Role; *Hispanic Americans; *Information Technology; Labor Supply; Opportunities; *Policy; Social Change; Socioeconomic Status; Technological Advancement
IDENTIFIERS Private Sector; Public Sector

ABSTRACT

This report summarizes the proceedings of a seminar which was organized to promote discussion on ways to influence the long-term direction and benefits that new technological developments in the media of communication and information exchange might have on the educational, employment, and general socioeconomic needs of a growing Hispanic population whose development is important to the future of the United States. The three policy issues that were presented and discussed at the seminar are outlined: (1) equity and access concerns associated with the use of new information technology; (2) opportunities for linking the use of these new technologies across work, school, and home settings; and (3) possible roles for public-private sector cooperation. Following a summary of the discussions of these three policy issues, major recommendations for action by government policymakers, business and industry representatives, philanthropic and funding agencies, and scholars and researchers are presented. Other policy observations and perspectives, conclusions, and suggestions for possible activities in the future complete the proceedings document. A list of seminar participants and the questions used to guide and orient group discussions of the three policy issues are appended. (CGD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED301216

PROCEEDINGS DOCUMENT

HISPANICS AND THE NEW INFORMATION TECHNOLOGY: A TOMAS RIVERA CENTER POLICY ISSUES SEMINAR

THE TOMÁS RIVERA CENTER

A National Institute for Policy Studies

IR052521

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Henry T. Ingle

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE TOMÁS RIVERA CENTER

A National Institute for Policy Studies

Arturo Madrid, President

Board of Trustees

Chair
Mari Luci Jaramillo
Educational Testing Service

Gregory R. Anrig
Educational Testing Service

Tomás A. Arciniega
California State University, Bakersfield

Tom Bradley
City of Los Angeles

Ronald Calgaard
Trinity University

Robert J. Callander
Chemical Bank

Adelfa B. Callejo
Callejo and Callejo

Henry Cisneros
City of San Antonio

Alfredo G. de los Santos Jr.
Maricopa County Community Colleges

Robert F. Erburu
The Times Mirror Company

Héctor Holguín
Accugraph Corporation

Jean Lipman-Blumen
The Claremont Graduate School

John D. Maguire
Claremont University Center
and Graduate School

Bob Marbut
Harte-Hanks Communications, Inc.

Vilma S. Martínez
Munger, Tolles & Olson

Emilio Nicolás, Sr.
San Antonio, Texas

Harry Pachón
National Association of
Latino Elected and Appointed Officials

Beatriz Rivera
American Toyota

Concepción Rivera
California Museum of Photography

Terry Tinson Saario
Northwest Area Foundation

PROCEEDINGS DOCUMENT

HISPANICS AND THE NEW INFORMATION TECHNOLOGY: A TOMAS RIVERA CENTER POLICY ISSUES SEMINAR

Hosted in Collaboration

with

The Annenberg Washington Program
in Communications Policy Studies
of Northwestern University

and

The Benton Foundation

March 28, 1988

Washington, D.C.

Prepared by Henry T. Ingle
Scholar-in-Residence
The Tomás Rivera Center

Copyright, 1988. The Tomás Rivera Center, Claremont, CA.

710 North College Avenue, Claremont, California 91711-3921 714/625-6607

Acknowledgments

Several people made valuable contributions to this proceedings document and to the actual March 28, 1988 seminar that examined possible new directions for the use of the new information technology within the U.S. Hispanic community. These individuals deserve recognition and our appreciation.

Yvonne Zecca, Associate Director of the Annenberg Washington Program in Communications Policy Studies, was enthusiastic about the conference topic and marshalled the necessary resources, logistical support and facilities of the Annenberg Program to host and convene the seminar. Carolyn Sachs of the Benton Foundation brokered the necessary linkages between the Annenberg Program and the Tomás Rivera Center to make the conference possible, and then provided financial support to defray the involvement of several key resource people. Arturo Madrid, President of the Tomás Rivera Center, provided an academic home for this policy work and financial resources to explore the topic, along with his keen mind and a sense of perspective on the nature of the problem under analysis. Former Commissioner and chair of the Federal Communications Commission, Mr. Newton Minow, now Director of the Annenberg Washington Program, endorsed the importance of the conference from the very first planning stages; and subsequently, his concerned presence as a congenial host and long-time analytical observer of the communications field set the tone for the March 28 deliberations.

Leobardo Estrada, Felix Gutiérrez, and Esteban Díaz, fellow scholars at the Tomás Rivera Center and recognized specialists in important aspects of the issues under analysis, willingly gave of their intellect and time to shape this document, orient the conference proceedings and focus discussion on the relevant issues. Communication scholars and information technology critics Jorge Reina Schement, Ray Padilla, and Armando Valdéz participated in the conference, facilitated several of the small group focused discussion sessions, and provided their perspectives and constructive feedback during subsequent follow-up discussions which lead to this document. Their guidance, support and interest are appreciated.

The staff of the Tomás Rivera Center, in particular Rosa Linda Casal, Rosa Rivera, Yvette Córtez, Yolanda Rodríguez-Ingle, Clemy Willard, Angel Brink, Pam Wright, Libby Forsyth and Rafael Magallán, gave of themselves in a number of significant ways to develop, revise, and disseminate the conference materials and working background papers, and subsequently, to this report.

We also wish to acknowledge the Ford Foundation, The National Research Council of the National Academy of Sciences, and members of the Board of Trustees of the Tomás Rivera Center. Collectively, they have seen the merit of exploring this area of policy inquiry and have supported this scholarly and policy relevant interest over the past academic year. Thank you for this special opportunity to grow in our thinking, to write, and to shape aspects of the discourse that perhaps will influence the future of our Hispanic community.

Finally, each and everyone of the conference participants deserves special recognition. They each cleared their "always busy" schedules to join us in Washington, D.C. on March 28. They shared both their experience and expertise, as well as their cognitive abilities and affective concerns. This was important to sharpening our thinking on the problem and shaping the discourse of this new area of policy inquiry at the Tomás Rivera Center. Thank you all ever so much.

Henry T. Ingle
Scholar-in-Residence
The Tomás Rivera Center

May 6, 1988
Claremont, California

Introduction and Overview.

A select number of decision-makers from the communications industry, communication media specialists, government and business representatives, scholars, researchers, educators, and policy analysts (see listing in Attachment A) was convened on March 28, 1988, in Washington, D.C. by the Tomás Rivera Center, a national institute for policy studies concerned with the Mexican-origin and greater Latino population of the United States. The Conference was hosted in collaboration with the Annenberg Washington Program for Communications Policy Studies of Northwestern University and the Benton Foundation of Washington, D.C.

The day's agenda was organized to promote discussion on ways to influence the long-term direction and benefits that new technological developments in the media of communication and information exchange might have on the educational, employment and general socioeconomic needs of a growing Hispanic population whose development is important to the future of the United States. Four background working documents were distributed to conference participants prior to the March 28, 1988 session:

1. The Role of the New Information Media and Technology within the Hispanic Community: An Agenda for Policy Research Inquiry. Henry T. Ingle, Claremont, CA: The Tomás Rivera Center, October 1987.

2. Sharpening the Issues and Shaping the Policies: The Role of the New Information Media and Technology within the U.S. Hispanic Community. Henry T. Ingle, Claremont, CA: The Tomás Rivera Center, March 1988.

3. "The Dynamics of Hispanic Populations: A Description and Comparison." Leobardo Estrada. Journal of Social Thought. Summer, 1985.

4. The New Information Technology and the Education of Hispanics: The Promise and the Dilemma. Policy Pamphlet Series No. 1. Claremont, CA: The Tomás Rivera Center, 1986.

Collectively, these documents were designed to inform participants about the changing minority population demographics in the United States; invite them to think of Hispanics as becoming the likely majority or universal population of the country by the turn of the century; and to appreciate the probable contributions information technology might provide toward preparing the Hispanic community for life in America in the year 2000 and beyond. Each of the invitees, therefore, was given a glimpse of the range and complexity of the issues surrounding the topic under discussion at the March 28 seminar. During the day's deliberations, three policy issues were given particular attention (see Appendix B). Briefly, these included:

1. Equity and access concerns associated with the use of the new information technology.

2. Opportunities for linking the use of these new technologies across work, school and home settings.

3. Possible roles for public-private sector cooperation.

An underlying theme of the discussions was a recognition, both on the part of the scholars of the Tomás Rivera Center and the conference participants, that historically, targeted programs for racial or ethnic minority populations based on the principle of equality of life chances have difficulty sustaining the widespread

public support of mainstream U.S. society. Consequently, the cluster of issues and policies surrounding the more effective use of new information technologies with multicultural populations, and Hispanics in particular, needs to be examined within the context of new socioeconomic arguments rather than the traditional equity concerns. These new perspectives must reference the constraints and the opportunities for all Americans that are associated with living in an American society in which the population of the future may be overwhelmingly categorized as socially disadvantaged, undereducated and poor, if intervention strategies and programs are not implemented to address the problem now.

This document summarizes the proceedings of the March 28 seminar and outlines the policy perspectives that were presented and discussed during the day's deliberations. The policy perspectives, issues and recommendations outlined in this summary statement were compiled from verbatim transcripts of the seminar plenary sessions and from the commentary and notes of the scholars facilitating the small group focused discussions on the three central issues of concerns.

The Center's Inquiry into Information Technology.

Communication satellites, microcomputers, cable and low-powered television, fiber optics, electronic voice-activated devices, robotics, laser and cellular phone technology, and video disc and related interactive video technologies, are but few of the recent innovations in the fields of telecommunications and new information technology. Applications such as teleconferencing, electronic accessing of data bases, electronic mail and message bulletin boards, computer networking, telecommuting, teletext and videotex, as well as the deregulation of the telephone industry and the trend toward more affordable and miniaturized electronic hardware, are gradually redefining life for countless Americans.

These communication tools are the by-products of an electronics revolution that in 1987 found almost 50 percent of all American households owning a VCR, 20 percent owning a home microcomputer, 10 percent owning a backyard dish or portable satellite-receive antenna, and our nation's schools boasting well over one and one-half million microcomputers, a technology that entered the consumer market just over ten years ago.

These new technologies are providing the society with both new means and new opportunities for bridging the long-standing natural and man-made communication barriers of distance; isolation; and language, cultural, gender, educational and socioeconomic differences. Considering these facts, the Tomás Rivera Center has included issues affecting the use of new information technology among the areas of vital importance to the future well-being of the Hispanic community in the United States.

The Center's agenda for policy research and analysis primarily addresses social and institutional policies and practices that determine the quality of the education Hispanics receive and that influence their socioeconomic well-being in the United States. A new dimension of this agenda examines the way Americans will live, work, and learn as a result of major technological changes in the means of communication and information exchange. The Center's interest in this topic is linked to two parallel changes that many predict will redefine life in American society by the year 2010:

A. our Hispanic population is growing rapidly and becoming a sizeable presence; and

B. our means of communication and information exchange are in the midst of dramatic technological changes.

The Center's inquiry into the relationships that exist between the needs of the growing U.S. Hispanic population and the issues of equity and access associated with the use of the new information technologies is aligned with five key concerns:

1. the current status and conditions of Hispanics that influence the degree to which they could, or would, use new information technology at school, at work, and at home;

2. the implications and consequences for U.S. society of an Hispanic community that does not participate in, nor benefit from, the opportunities generated by these new technological developments;

3. the ways to improve and redirect optimal usage of information technology to benefit the Hispanic community and the society in general;

4. the need to involve the public and private sectors in integrating new information technology into the schools, workplaces, and homes; and

5. the productive avenues and directions the Hispanic community should pursue to capitalize more effectively on the promise and potential of these new technologies.

Summary of Seminar Proceedings.

Newton Minow, Director of the Annenberg Washington Program, jointly with Carolyn Sachs, Executive Director of the Benton Foundation, and Arturo Madrid, President of the Tomás Rivera Center, welcomed the conference participants and set the tone for the day's agenda and discussions.

The scholars of the Tomás Rivera Center were introduced. Leo Estrada lead the discussion with a presentation on the changing population demographics in America. His comments outlined the factors and conditions which are dramatically expanding the Nation's proportion of minority groups, and in particular, Hispanics. The relative young age of Hispanics, high family fertility birth rates, combined with a large Hispanic wave of immigration and the concomitant "graying and aging of White Americans," Estrada argued, all point to the placement of this minority group as the new majority population by the 21st century. The consequences that this will have on societal services for the traditional majority white population, as well as for economic productivity and the standard of living in America, Estrada concluded, will largely depend on the quality of education, training, and work opportunities that the society provides now for the upcoming ethnically diverse population of young new Americans.

A more detailed analysis of these concerns is presented in the conference working papers by Estrada and Ingle. The participants were invited to again review these documents.

Henry Ingle followed Estrada's presentation with a summary of the background working papers on information technology and an overview of the major technological developments in the areas of communication media and information technology. He outlined and discussed seven major trends in the field which point to a variety of new opportunities for reaching out to the "information poor" in America and for forging new links, albeit via electronic means, across the home, school and work environments of Hispanics and other minority populations in the United States. Potentially, these technological advances could move many of the Nation's institutions from what John Naisbitt calls "fixed" systems to more "elastic and responsive" systems--that is, organizations that show an increasingly strong tendency to accommodate to changing consumer and societal needs and conditions. In this case, it means responding to an increasingly diverse population needing to rapidly make up deficiencies that prevent its members from more fully sharing in the socioeconomic rewards of "mainstream" American society.

This, Ingle pointed out, is all coming at a time when the United States is in the midst of a shift from the "melting pot" myth to a recognition of what diversity can mean for a modern society. Among the technology trends of particular interest, according to Ingle, is the metamorphosis of traditional mass media outlets. They are becoming personal media channels, such as the TV and VCRs, radio and audio cassettes, the compact disc, and the mainframe and the microcomputer, either as stand along units or in combination with other media. A corollary to this trend, Ingle added, is the growth in the tendency of new media and technology systems to develop programming that appeals to a particular or specialized segment of the audience or what is termed the segmented audience. Hispanics, Ingle underscored, are now a part of this new lucrative segmentation in terms of media consumption behavior and targets of advertisers. A case in point is the phenomenal resurgent growth in Hispanic newspapers, magazines, radio and TV, with a narrow and specialized focus that is aimed at unique tastes, needs and concerns of this audience.

To this pattern, Ingle added a second corollary observation: the portable, asynchronous and miniaturized nature of the new information media, as embodied in the microcomputer, allows the user more control over the environment, place, time and scheduling of access to these tools. These trends, therefore, have enormous implications for reaching out to Hispanic and other minority population groups in the United States who, because of economic necessity and related factors, drop out of important mainstream societal institutions for socialization, such as the school.

These information technology trends, Ingle emphasized, may well be the harbingers of a future that encourages a tendency toward more global perspectives, a re-examination of ethnic diversity as a positive force, and the development of a new nationalistic common ground among people of varying cultures, histories and heritages. International broadcast television and radio shows were cited as examples.

Ingle concluded his presentation with a video case study on the experimental work of the Apple Computer Company's "Classroom of Tomorrow" in which microcomputer technology and new telecommunication networks are being used to link the home and the school environments of minority children. Ingle advanced a definition of information technology which de-emphasized the gadgetry itself and stressed the information creation, transmission, networking, storage and packaging capabilities of the new technology. These characteristics were cited as central issues of concern in providing for more equal access to these tools across the society and in deference to historical barriers of ignorance, geographical isolation, economic disparities, language diversity and racism.

Following this presentation, the participants took a break and then divided into one of three small focused discussion groups which provided for their active participation and interaction with scholars of the Tomás Rivera Center on an issue by issue basis. A listing of each of the three major issues discussed, and the corollary set of questions, has been included in Appendix B of this report. Outcomes and recommendations are reported below.

Policy Issue No. 1: A Reconsideration of Equity and Access Issues.

Citing a variety of recent national studies and surveys, such as the national assessments of the Office of Technology Assessment and the report on the findings of National Assessment of Educational Progress, the participants concurred with the conclusion that there are very clear racial and ethnic differences in terms of access to the new information technology that favor the more affluent white population over black and Hispanic populations. Illustrative of this equity and access concern within the information technology field is the growing popularity of microcomputers in education.

Most students, participants observed, like and want greater use of computers in their education. Those who have such access, it was argued, are most likely to develop the beginnings of the necessary technological competence required for life in the new information society. This is particularly the case if exposure to computing at school is

reinforced by computer access and use at home. This situation, therefore, presents a unique set of challenges and conditions for educational institutions that serve minority student populations because of the perceived advantages that home access to computers represents.

Alternately, computer knowledge was discussed as a form of empowerment, intellectual tool and essential for all students, irrespective of the type of career they eventually pursue in the future. Consequently, it is important that perceived and actual gaps in access and fair use of the new technology--as currently embodied in the microcomputer--between whites and minorities be resolved in as expeditious and positive a manner as possible.

Policy Issue No. 2: Opportunities for Linkages across the School and the Home.

During the March 28 deliberations Hispanics were described as large consumers of media, albeit largely for leisure and entertainment purposes. This conclusion is based on advertising and survey media research data and the experiences with the Hispanic print media sector and the video cassette industry (see Ingle, 1988, Sharpening the Issues and Shaping the Policies: The Role of the New Information Media and Technology with the U.S. Hispanic Community).

Collectively, it is estimated that Hispanics in the United States spend about 134 billion dollars a year as part of the Nation's economy, and as a result, print, video and other media providers are looking at this market with special interest. Almost 50 percent of all American households own a VCR, and it is estimated that just under 25 percent of Hispanic households have access to a VCR. The average Hispanic household with a videocassette recorder/playback unit rents 10 videotapes a month, compared to six times a month for the average Anglo household. Similar patterns of use were reported for the U.S. Hispanic press, which is fast becoming one of the nation's most important media outlets.

The recent history with video, as well as print media, and Hispanics, therefore, is largely positive and highly lucrative. However, Hispanics are primarily viewed as consumers of media but are insignificantly represented in the ranks of programming and content development or the actual entrepreneurial and ownership ranks.

The March 28, 1988 deliberations at the Annenberg Washington Center point to the fact that although the Hispanic community has a great potential for the use of a variety of the new communication media and technology in terms of remedying long-standing educational deficiencies, employment and marketable skills, and for the promotion of necessary changes within the home environment, the potential has scarcely been tapped either in the school by educators, at work by employers, or in the home settings by both service providers, the marketplace and the Hispanic family itself. Several factors appear to be influencing, for better or for worse, the use of the new information technology by Hispanics.

Although not necessarily falling into mutually exclusive categories, these "influence factors" can be grouped under the following four major headings:

- factors relating to the process of planning, financing, implementing and evaluating programs using the new media and technology with minority populations;
- factors concerning the costs, intricacies and competence requirements for use of the new technology per se;
- factors relating to the environmental context motivating minorities to use media, and the relative lack of experience and stereotype images that purveyors of information media and technology have about the Hispanic environment; and

- factors focusing on the role of the target audience (the Hispanic community itself) in making use of the technology for purposes other than entertainment.

Access and equity, therefore, loom large in the policy considerations related to all four factors; they are two primary considerations requiring attention before efforts can begin to promote better use of the new information technology among Hispanic and other minority populations. Perhaps the most critical of these issues is the need to focus on the important linkages across the schooling and the home environments for using information technology with the Hispanic community.

Policy Issue No. 3: Public-Private Sector Cooperative Arrangements.

Time and time again, the March 28th deliberations on the new information technology and the Hispanic community concluded that one vitally important avenue to educational improvement is based on technology and the involvement of business and industry in this effort. A concluding comment of the final report on the National Task Force on Educational Technology was cited: "Through its range and power, technology-based education can promote the transformation in quality that American industries will need to achieve in the years ahead. It is imperative, therefore, that education and industry work together to achieve this end" (Transforming American Education: Reducing the Risk to the Nation, Washington, D.C., 1986).

Participants at the conference lauded the emerging information technology and public-private sector partnerships, such as the efforts of Apple Computer, IBM, Digital, Radio Shack and Hewelett Packard. However, it was underscored that more targeted efforts need to be pursued by groups such as the Tomás Rivera Center, state and federal government agencies, and the philanthropic community, to both inform the private sector about the Hispanic population demographics and pinpoint concrete ways in which their collaboration could make a difference. Of particular concern to these discussions was the need to work with industry to develop linkages which support information technology applications across the school and home settings of minority populations and for skills upgrading on the job.

Business could apply the media to upgrading and developing employee skills in terms of the literacy and English language skills of their Hispanic workers and to teaching a variety of job skills to move Hispanics and other minority groups from jobs in the entry, lower and middle levels to more responsible and better-paying positions. A powerful and effective linkage, therefore, could be forged for Hispanics between learning and work environments.

Also cited were the experiences of various developing countries that have experimented with communication technologies for this purpose. Some of these experiences have involved public-private sector partnerships and the lessons learned would be of great relevance to advancing the conditions of disenfranchised populations in the United States.

The Tomás Rivera Center scholars were encouraged to make industry and business groups aware of their interest and thinking about the problem. They should reach for opportunities to demonstrate their readiness and willingness to collaborate on common agendas of mutual benefit that might map the future directions of these new technologies for change in the status-quo of the community.

Major Recommendations for Action.

While participants at the March 28 seminar made several important observations about the future of the U.S. Hispanic population in terms of access to modern communication technology, the major underlying recommendation for action that surfaced with consistency is the need to stress opportunities--be they at school, in the home, or at work--which add to the social and economic competitiveness of the Hispanic community within the greater American society. At stake is not just an issue of equity and equality of opportunity, but rather, an economic necessity for the nation's future well-being.

The central question that policymakers, business and industry leaders, philanthropic and funding agencies, educators and scholars must address is simply: What can be done to help both Hispanic youths and their parents become more technologically oriented so they can keep pace with the rest of the U.S. population? The solution for Hispanic children and adolescents, most assuredly, must emanate within the schools and increasingly, as the economics of life permit, the home. For adults and parents, the solution lies within adult education and special community based learning programs, as well as on the job training opportunities, and where resources permit, within the individual home setting.

The background and working papers shared at the seminar underscore the fact that Hispanics are no more averse to the use of new technologies of communication than the rest of the American population. What is perhaps different about the Hispanic population, in comparison to the mainstream American society, are the precarious economic conditions which limit the disposable income available for ownership of the technology and the propensity for many Hispanics to prefer information and materials in their primary language, Spanish.

Like other Americans, the Hispanic community is cognizant of the fact that recent advances in modern technology will continue to drastically redefine both the job market and the working environment for them. Consequently, those with the least education and relevant technical knowledge will most likely suffer the most. Given the size of the current Hispanic population in the U.S., its projected quantum growth as the Nations's majority labor pool, and its less than ideal attainment in education, the entire well-being of the American country may well be negatively impacted if the difficulties confronting the Hispanic community are allowed to multiply.

It is within this context, therefore, that the following recommendations for action are made and targeted to the specific bodies that most likely should take action:

Focus for Government Policymakers:

1. Allocate resources to undertake a variety of applied research and demonstration projects that can facilitate the important linkages for using new information technology, such as the microcomputer, across the schooling and the home environments of Hispanic and other minority population groups.

2. Develop legislation that provides incentives to business and educational organizations to support cooperative experimentation with new communication media and technology to remedy both educational deficiencies and to promote technologically-oriented employment and marketable job skills for Hispanics and other minority population groups.

3. Work cooperatively with local, state, county and city officials to equip community centers, museums, libraries and related information resource centers in needy inner-city neighborhoods with hardware and software that can provide opportunities for Hispanics to become comfortable and knowledgeable about new information technology applications.

4. Support long-term, sustained funding to scholars and researchers committed to policy formulation research that moves the use of information and communications technology toward the needs of a new multi-ethnic American society.

5. Support the creation of legislation that facilitates a more direct involvement and significant representation of Hispanics and other minority populations in the programming, content development, entrepreneurial and ownership ranks within the new information media industries.

Focus for Business and Industry Representatives:

1. Intensify your efforts to promote public-private sector partnerships within Hispanic communities to better support the use of information technology for developing and upgrading employee skills or for their mastery of new educational requirements..

2. Work cooperatively with Hispanic organizations to map the future direction of new information technologies in ways that are mutually beneficial to the socioeconomic betterment of the community.

3. Tap the expertise of Hispanic scholars and experts to systematically address the cluster of issues that will confront the U.S. business sector as the new information society evolves and Hispanics become a significant proportion of the labor pool available to industry.

Focus for the Philanthropic and Funding Agencies:

1. Support educational informational activities that identify relevant issues, concerns, procedures and approaches that can shape the necessary policy directions needed to guide the use of the new information technology within the U.S. Hispanic community.

2. Fund the development of networks among Hispanic communication scholars and media professionals to encourage on-going exchange of information and a national Hispanic presence in policy proceedings concerned with telecommunications and new information technology.

3. Finance the conduct of research, evaluation and demonstration efforts that promote an empirical base for understanding the use and need of new information technology and telecommunication media within the Hispanic community.

4. Provide incentive grants to encourage national Hispanic policy formulation and advocacy organizations, such as LULAC, MALDEF, NCLR, NALEO, and the Tomás Rivera Center, to develop an institutional capacity to address information technology and telecommunications issues as part of their on-going policy inquiry agendas.

5. Encourage and support the development of training and employment programs by governmental, educational and industry leaders for Hispanic and other minority professionals pursuing careers in the field of new information technology and telecommunications.

Focus for Scholars and Researchers:

1. Continue research efforts to develop a better understanding of possible applications of new information technology and approaches that can result in a more equitable distribution of information technology resources to the Hispanic community.

2. Work collaboratively to enhance the capability of research centers, policy groups,and scholarly "think tanks" to study, analyze and articulate issues to key policymakers about new information technology and telecommunications media within multi-cultural and minority population settings..

3. Devote time and intellect to identify new research paradigms and methods that can link new theories to practice in promoting the promise and potential of these new technological tools for the benefit of both the Hispanic population and the larger U.S. society.

4. Work at disseminating on-going research findings to policymakers and leaders within the Hispanic community so they can become more informed as stake holders in the further development of these new information technology tools.

Other Policy Observations and Perspectives.

The audio tape recordings of the small group discussion sessions facilitated the identification of common themes, concerns, patterns of ideas, and recommendations which emerged from the March 28 deliberations. Briefly, these included the following:

1. That the United States society needs to seriously consider the trends surrounding the growing presence of the Hispanic population, both in the United States and worldwide, and the rapid evolution of new communication technologies, as new opportunities for formalizing necessary long-term strategic planning in education and other sectors of the economy.

2. That there is need to work more directly with various segments of the U.S. society in terms of the images held about Hispanics as a people, the new technology itself, and the type of world that is in store if the information age predictions materialize.

3. That there is a very immediate and important need to better inform and educate the U.S. Hispanic community itself about the various new information media and their likely roles for education, work and at home so that the community can function as stake holders in the further development of these tools.

4. That in future documentation from the Tomás Rivera Center, the dichotomous "majority-minority" descriptors used to present the U.S. Hispanic population, and the corollary "deficit-asset" implications that they connote, be superseded with language that emphasizes the majority/asset descriptors. This terminology carries important socioeconomic perspectives of benefits/assets to the society. The changing population demographics and a more ethnically diverse, younger population will most likely be the sustaining force for qualitative levels of life in the United States. Consequently, Hispanics and other minority population groups represent a positive force for America in the year 2000 and beyond.

5. That the Tomás Rivera Center more closely align itself with public and private sector organizations to facilitate the use of information technology for vital linkages across the home, work and school settings essential to the greater socioeconomic development needs of the Hispanic community.

6. That the policy analysis deliberations and research focusing on Hispanics and the new information technology give attention to both outcome, as well as, process policies that can help orient planners not only to what we can expect from bridging the promise and potential of these tools to the needs of the Hispanic population, but also, to identify constructive ways and procedures for accomplishing it.

7. That there is on-going need to identify new paradigms and structures to further facilitate discourse on the subject and to conceptualize and articulate these issues in terms of policies that can challenge and make these technology issues of equal concern to the larger U.S. society.

8. That there is need to have greater public/private sector partnerships in the effort so that Hispanics are not merely viewed as advertising targets for consumption of the new media and information technology, but also as worthwhile participants in the ownership, information production and entrepreneurial processes surrounding the use of the new information technology in the U.S. society.

Conclusions and Future Directions.

Uppermost, the March 28th deliberations underscored the fact that the policy issues surrounding likely roles for the use of new information technology by the Hispanic community are not just a minority problem. Rather, it is an effort of great importance to mainstream American society because of the socioeconomic implications that the changing population demographics and new technological developments in communication imply. Consequently, it is important that representatives from both majority and minority institutions remain involved in this discourse. There is need to lead educational and informational activities that can point policy-makers, the philanthropic community and governmental agencies, along with the communication/information technology industry, to the nature of the problem and likely solutions.

This requires that the corporate, political, and scholarly worlds develop new linkages for intellectual and financial cooperation to address the concerns. It also requires that majority institutions become aware that there are Hispanic scholars thinking about the problem, and that they are willing and ready to collaborate on agendas for mapping future directions that move new communications and technological developments toward the needs of the changing society.

Further, it is important that this effort build on the type of cross sectional audience that attended the March 28th seminar so that the effort becomes both an educational/informational program for the majority or mainstream population, as well as for the Hispanic community, which all agree, needs to be better informed about the implications of the technological media changes. This suggests that there actually are several audiences, which many have categorized as being on "opposite sides of the mirror, while looking on at the same time: one active, and one feeling left out." To remedy such a condition requires the dissemination of policy information and perspectives that can help one appreciate:

1. What it is to be a Hispanic in the evolving U.S. information society and the dilemma this community will face, if indeed, they continue to be viewed as "information poor"; and

2. What needs to be done to move from accusatory statements and stereotypes about equity and access to focus on concrete solutions and approaches to remedy conditions for the betterment of all.

This will require that a selected number of very specific policy concerns be identified for further analysis in terms of specific conceptual, process, and outcome objectives. Among possible activities that might facilitate this approach are:

1. a continuing effort to interrelate the different media and technological developments to both the Hispanic community and the general U.S. society;

2. the development of a book of readings and the institution of a series of on-going summer institutes, symposia, etc., to develop a common background basis for discussion and future inquiries;

3. a sustained funding effort over at least a period of five years or more to focus the expertise of Hispanic scholars and other interested experts on the cluster of issues, perspectives and conditions that need to be examined in a more concentrated manner; and

4. a concern that future deliberations on this topic not make information technology a separate focus, but rather think of these tools as "lubricants and facilitators" for a variety of economic, educational and social directions of the future. This is not unlike the efforts associated with the evolution of the airplane and the telephone, and how these tools have been utilized throughout the various institutional structures of the society.

Information technology, as such, therefore, should not be the driving force. The focus should be on the socioeconomic relations and linkages that the technology can stimulate as part of a comprehensive approach, that, by the turn of the century, should better mirror the multi-ethnic face of the society. Not to engage in this means to invite the risks and sobering prospects of a more uneven society of "have and have nots" that also reinforces the stigma of minority deficiency in the larger cultural images of the United States.

Attachment "A"

List of Seminar Participants

The New Information Technology and Hispanics

March 28, 1988
Washington, D.C.

Name	Title/Address
Dr. Frank Alejandro	Chief Communications Center (USAID) U.S. State Department Washington, D.C.
Mr. Hugo Bayona	Program Officer U.S. Information Agency Washington, D.C.
Dr. Gary Bitter	Regents Professor Media & Computer-Based Instruction Arizona State University
Dr. Clifford Block	Associate Director Educational Technology Program U.S. Agency for International Development U.S. State Department Washington, D.C.
Mrs. Judy Brace	Vice-President and Director Academy for Educational Development Inc., (Development Communications Clearinghouse) Washington, D.C.
Dr. Louis Bransford	President Public Service Satellite Consortium (PSSC) Washington, D.C.
Mrs. Patricia Díaz Dennis, Esq.	Commissioner Federal Communications Commission Washington, D.C.
Dr. Esteban Díaz	Associate Professor, Education California State University, San Bernardino, CA
Dr. Frank Ducey	Vice-President National Association of Broadcasters Washington, D.C.

Dr. Leo Estrada	Professor, UCLA Tomás Rivera Center Scholar
Mr. Charles Ericksen	Editor Hispanic Link News Service Washington, D.C. 20005
Dr. Marilyn Diane Fife	Professor, Communications Michigan State University East Lansing, Michigan
Mr. Frank Gómez	Int'l Communications Consultant Arlington, Virginia
Dr. Lynne Gross	Vice Chair Communications Department California State University Fullerton, CA
Mr. Antonio Guérnica	Director, Office of Research U.S. Information Agency Washington, D.C.
Dr. Félix Gutierrez	Associated Press Media Writer and Professor University of Southern California
Mrs. María Gutierrez	Lead Teacher Pacific Oaks College Pasadena, CA
Dr. Howard Hitchins	Communications Technology Specialist Frankford, Delaware
Dr. Henry T. Ingle	Senior Scholar-in-Residence Tomás Rivera Centerfor Policy Studies
Mr. José Longoria	Director LULAC National Education Service Centers Washington, D.C.
Ms. Felicia B. Lynch	Program Officer Hitachi Foundation Washington, D.C.
Dr. Arturo Madrid	President Tomás Rivera Center for Policy Studies
Ms. Mara Mayor	Director Annenberg/CPB Project Washington, D.C.

Mr. Newton Minow, Esq.	Director Annenberg Washington Program in Communications Policy Studies Washingtyon, D.C.
Ms. Barbara Montgomery	Program Officer Fellowship Programs National Research Council Washington, D.C.
Dr. Frank Newton	Executive Director National Association of Hispanic Journalists Washington, D.C.
Ms. Christine M. O'Brien	Program Chief Fellowwship Programs National Research Council Washington, D.C. 20418
Mr. Lloyd Otterman	Chief Executive Officer Texas "Tie-In" Program San Antonio, Texas
Dr. Ray Padilla	Director Hispanic Research Center Arizona State University
Dr. Joaquín Paéz	Management Development Unit World Bank Washington, D.C.
Dr. Richard E. Pesqueira	Executive Director Western Regional Office The College Board
Dr. Janice Petrovich	Director Institute for Policy Research ASPIRA Association, Inc. Washington, D.C. 20036
Dr. Donna C. Rhodes	Executive Director National Foundation for the Improvement of Education National Education Association Washington, D.C.
Dr. Alvin Rivera	Educational Consultant Rockville, Maryland
Dr. Linda Roberts	Project Director Office of Technology Assessment U.S. Congress Washington, D.C.

Mr. Eugene Rodríguez	Producer World/Net/Latin America U.S. Information Agency Washington, D.C.
Mr. José Luis Rodríguez	President Hispanic Information & Telecommunications Network Inc. New York, New York
Dr. Carolyn Sachs	Executive Director Benton Foundation Washington, D.C.
Mrs. Margarita San Felix-Wu	Research & Program Officer National Puerto Rican Coalition Washington, D.C.
Dr. Jorge Reina Schement	Associate Professor, Rutgers University New Brunswick, New Jersey
Mr. Omar Serritella	AV Media Specialist CHEMONICS International, Inc. Washington, D.C.
Dr. Karen Sheingold	Bank Street College Center for Children & Technology New York, New York
Ms. Jennifer Tucker	Director Effective Management of Technology Project COUNCIL OF GREAT CITIES SCHOOLS Washington, D.C.
Dr. Marc Tucker	Director National Center on Education and the Economy Washington, D.C.
Dr. Oscar Uribe	Research Division National Education Association Washington, D.C.
Mr. Rafael Valdivieso	Director Hispanic Policy Program The Institute for Educational Leadership Washington, DC.
Dr. Armando Valdéz	Director Chicano Research Center Stanford University

Dr. Frank Withrow	Team Leader, Eductl. Technology U.S. Department of Education Washington, D.C.
Ms. Yvonne Zecca	Associate Director Annenberg Washington Program in Communications Policy Studies Washington, D.C.

*Attachment "B"

Hispanics and the New Information Technology

Policy Issue No. 1

A Reconsideration of Equity and Access Issues and the New Information Technology

What are the policy implications for equity and access concerns associated with the use of new information technology:

- when the minority population of the society is rapidly becoming the majority?
- when a significantly large percentage of this population is young, has high fertility rates, and is at peak childbearing years?
- when a disproportionate number of individuals in the minority population group is categorized as "push outs" or "drop outs" in terms of the established educational systems?
- when a large percentage of the minority population is more proficient in a language other than English?
- When the minority population is either unemployed or underemployed in terms of the established economic opportunities of the society and its workforce?

*These questions were used to guide and orient the group discussions at the March 28 seminar. A separate policy document is being developed by the Tomás Rivera Center to synthesize the range of issues that need to be examined to better develop policy formulation approaches that benefit the Hispanic community in terms of the new information technology.

Policy Issue No. 2

Technology Use Environments: Opportunities for Linkages Across Work, the School, and the Home

- What recommendations for the use of new information technology would most likely reap optimum benefits for the U.S. society in the context of the changing demographic profile of the population?

- Which of the wide range of new information technology and media seem most appropriate for alleviating adverse conditions of well-being among the various segments of the U.S. population?

  In terms of schooling:
  and why?

  In terms of work opportunities:
  and why?

  In terms of the home environment:
  and why?

- What gap(s) exists in the available research and policy information that prevent us from making better use of new information technology with multicultural populations in the United States?

Hispanics and the New Information Technology

Policy Issue No. 3

Possible Roles for Public-Private Sector Cooperation with the Hispanic Community

- Is the projected large population increase among Hispanics a sufficient economic rationale for the private sector to invest in strengthening the well-being of this community? Why or why not? What other rationale would you provide?

- Of the three sectors with potential for the use of new information technology among Hispanics--work, schooling, and the home--where and how should public-private sector partnerships be encouraged?

- In which ways is the experience of other countries with the use of information media and technology for socioeconomic-economic development purposes relevant to the conditions Hispanics face in the United States? What have we learned from these experiences? What aspects of these experiences might be worthwhile replicating with the Hispanic community in the United States, and why?

- What specific role(s) should the U.S. Hispanic community, itself, play in strengthening the use of the new information technology for its own well-being?

  In terms of education?

  In terms of the work environment?

  In terms of home setting?

710 North College Avenue, Claremont, California 91711-3921
714/625-6607